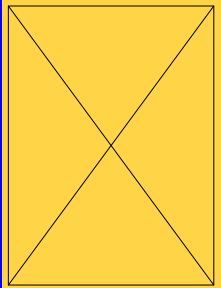


The Character Quarterly

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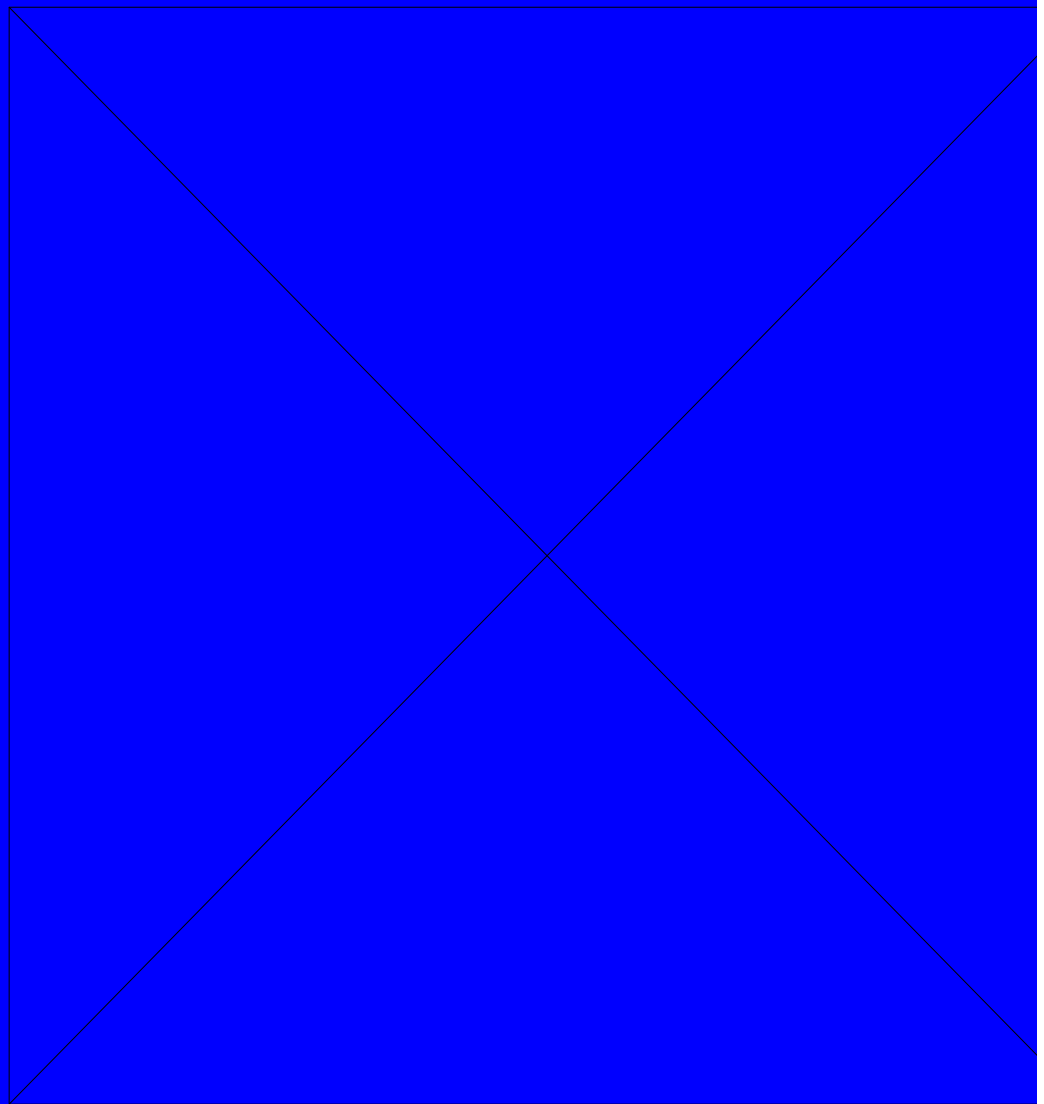
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***Character is formed not by
laws, commands, and de-
crees, but by quiet influ-
ence, unconscious sugges-
tion, and personal guid-
ance.***

Marion L. Burton



Herndon: A Lesson in the Sanctity of the Uniform

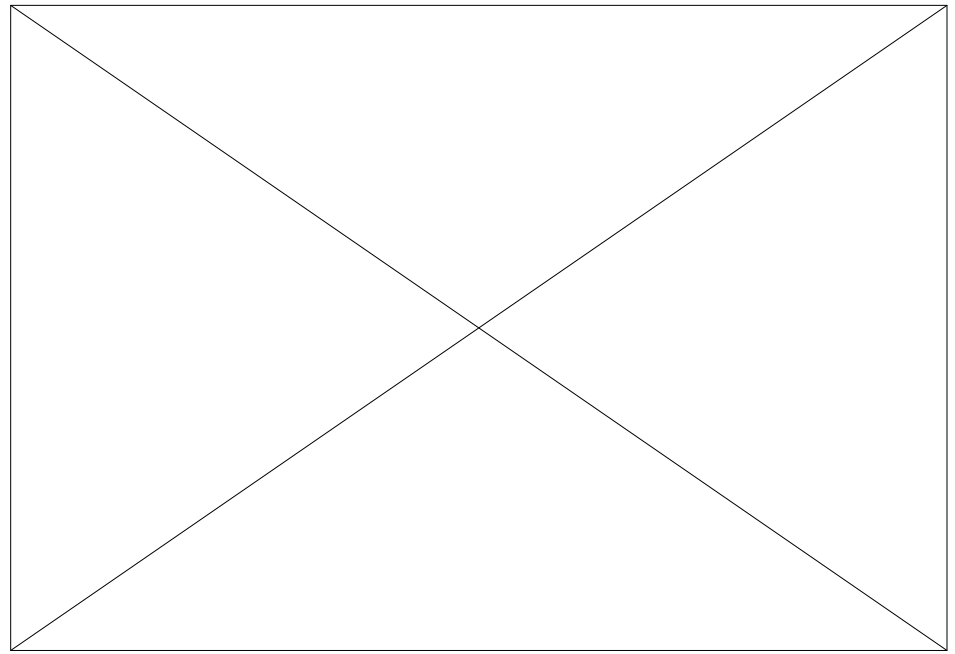
by Midn 2/C Lisa Steinmetz

Plebe year ends with the culmination of hard work and sacrifice, the rite of passage to upperclass status- the ascension of Herndon Monument as a class. Sadly, the ceremony for the Class of 2004 was tainted. It was a time to celebrate "finishing together." However, after the disrespect shown to the uniform during the event, one has to pose the question: What was missed in the class's training and education?

Many people saw the plebe, who, believing that he had reached the top of Herndon, made a rational decision amidst the fanfare. He beckoned his classmates from below to throw a cover so he would be prepared upon reaching the summit. A female combination cover was tossed. He caught it; gave it an alarming look; waved it jeeringly to the encouraging crowd; and then threw it to the ground as if it meant nothing, to the cheers of some of the observers. His female classmates wore the same Dixie cup and endured the same rigors and requirements as he did, but he decided the female combination cover was not worthy of the honor of crowning Herndon.

Utter disbelief spread through much of the crowd, but a few officers and midshipmen found the act amusing and appropriate. Such a reaction can and should be recognized as indicative of a fundamental flaw in views concerning gender equity and basic mutual respect. This act, and the reaction it caused, violated the very core of military service. Tradition, history, and pride are synonymous with the uniform. It is the distinguishing symbol of service and sacrifice for one's country; to see it disparaged was unforgettable. The uniform is worn not for self, for service, or for country, but for those individuals who served and no longer have the ability to do so.

A popular argument to justify such an act is that the uniform is not "uniform." The only reply is that although the combination cover is distinctive for males and females, it

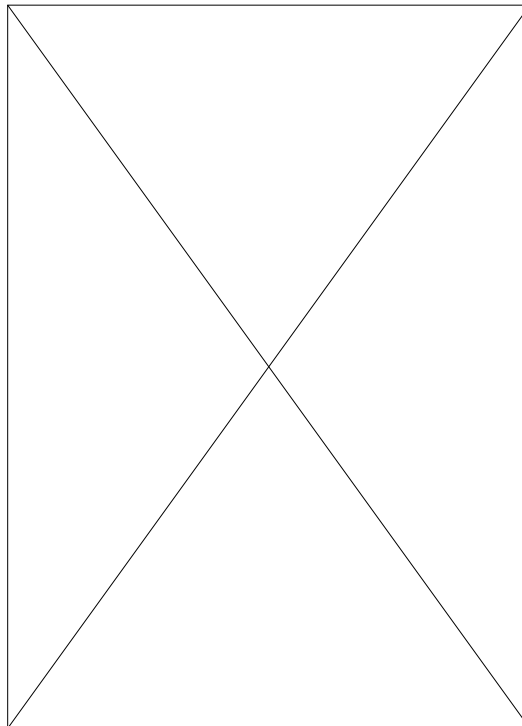


is an item worn ceremonially. When at war or in a training evolution, the Navy and Marine Corps all wear the same uniforms and are only distinguishable by rank. Marines wear utilities, Navy officers and senior enlisted wear khakis, and sailors wear dungarees. The Navy is one team and, when it counts the most, we are all fighting the enemy in the same uniform as one unified force. Any cover, whether designed for a male or a female, represents the principles and the

people that comprise the Navy.

The Midshipman who made an egregious error in judgment that day recognized the fault of his act. He may have been a victim of groupthink, but as a future officer, he encountered a moral dilemma that must and will be faced daily in his career. In the wake of his error, he proceeded to address his classmates by individual companies. He expressed the value of teamwork and equality and how it is essential in any effort. As midshipmen, all can learn from his experience.

In order to fulfill the mission of the armed services, the leaders and future leaders of the military must recognize and prevent such views of a separation between military men and women from permeating their ranks. At the Naval Academy, there has been a revitalization of the sanctity of the uniform and the importance of one's appearance. The event at Herndon this past May illustrated that a higher awareness of what the uniform represented was needed. The Fleet will greatly benefit in the future when officers who are better trained and more aware arrive to lead the men and women of the armed forces. Their pride and professionalism should and will be reflected immediately in their appearance. As officers, nothing less should be expected.



The Courage to Do What is Right

by Midn 2/C Anne Gibbon

On 17 July 2001, Brigadier General Gordon C. Nash, USMC, spoke to the plebe class of 2005. He came eighteen days into their plebe summer to motivate them with the account of six men who had the courage to do what is right and made their mark upon the world more than fifty-six years ago. A large

*Uncommon valor was
a common virtue.*

part of plebe summer indoctrination involves changing the plebes' perspectives about what is important. These young men and women were assembled from all parts of the country and from many different value systems. Despite these differences, the goal of the Naval Academy's administration is to transform the plebe class into a cohesive military unit ready to integrate into the Brigade of Midshipmen after only six weeks. BGen Nash's speech to the class of 2005, which challenged the plebes to have the courage to do what is right, was instrumental in teaching them exactly what kind of conduct is expected while they wear the uniform in service to the United States of America.

BGen Nash first spoke of the six men who raised the flag over Mt. Suribachi more than fifty-six years ago in Iwo Jima. He went through each of the men in turn, talking about their respective stories with the plebes, going through the steps in their lives that brought each one to the battle at Iwo Jima in 1945. Five Marines and one Navy corpsman raised the flag over Mt. Suribachi. They represented the efforts of more than 25,000 Marines who died or were wounded on Iwo Jima. The Marines had to fight against a force of heavily manned, extremely well entrenched Japanese soldiers dedicated to defending their

homeland and who were prepared to die in its defense. One of the men to whom BGen Nash referred was Sgt. Michael Strank, who was offered a promotion to Staff NCO just prior to the battle at Iwo Jima. He declined, however, saying, "I trained those boys and I'm going to be with them in battle." Sgt. Strank never left Iwo Jima, but his courageous fighting spirit has inspired millions of Americans, including the plebe class of 2005, because he had the courage to do what was right. Sgt. Strank was just one of six men who helped raise the flag and one of thousands of Marines who landed on Iwo Jima to fight the Japanese; each one displayed the courage to do what was right. BGen Nash had come to impress upon the new plebes their legacy of personal sacrifice and dedication. He then challenged the plebes to remember their purpose at the Academy, to lead sailors and Marines into battle. He knew that purpose is sometimes obscured by the daily demands at the Academy of classes, sports, and formations,

yet he stressed that this is the most important time to set the standard for doing what is right. BGen Nash reminded them of the young sailors and Marines now in high school who will be looking to the class of 2005 for leadership in four short years. The courage to do what is right is not confined to the battlefield but must be displayed through every facet of their lives.

BGen Nash passed around the sands of Iwo Jima to members of the Class of 2005.

HEROs Help Instill Values

by Midn 2/C
Christopher Napierkowski

When the Class of 2005 arrived on June 30, 2001 for Induction Day, intense detailers eager to begin training for Plebe Summer greeted them. For the next seven weeks, the plebes found themselves in stressful situations, often with detailers in their faces. However, one group of seven Midshipmen did not fall into the typical detailer role during Plebe Summer. These HERO (Human Resource Officer) detailers taught six lessons that instilled values important to naval service in the plebes. The HERO detailers encountered the plebes at various times throughout their busy

day to talk with them and to find out how they were dealing with life in their new environment. The plebes could turn to the HEROs in order to remove themselves from the daily grind of Plebe Summer. The lessons covered over Plebe Summer will come into play throughout their time at USNA and beyond.

The HERO detailers for the first set of Plebe Summer included Midn 1/c Clinton Blankenship, 1/c Rory Kipper, 2/c Steve Bravo, and 2/c Christopher Napierkowski. HERO detailers presented the first three lessons in lecture format, using

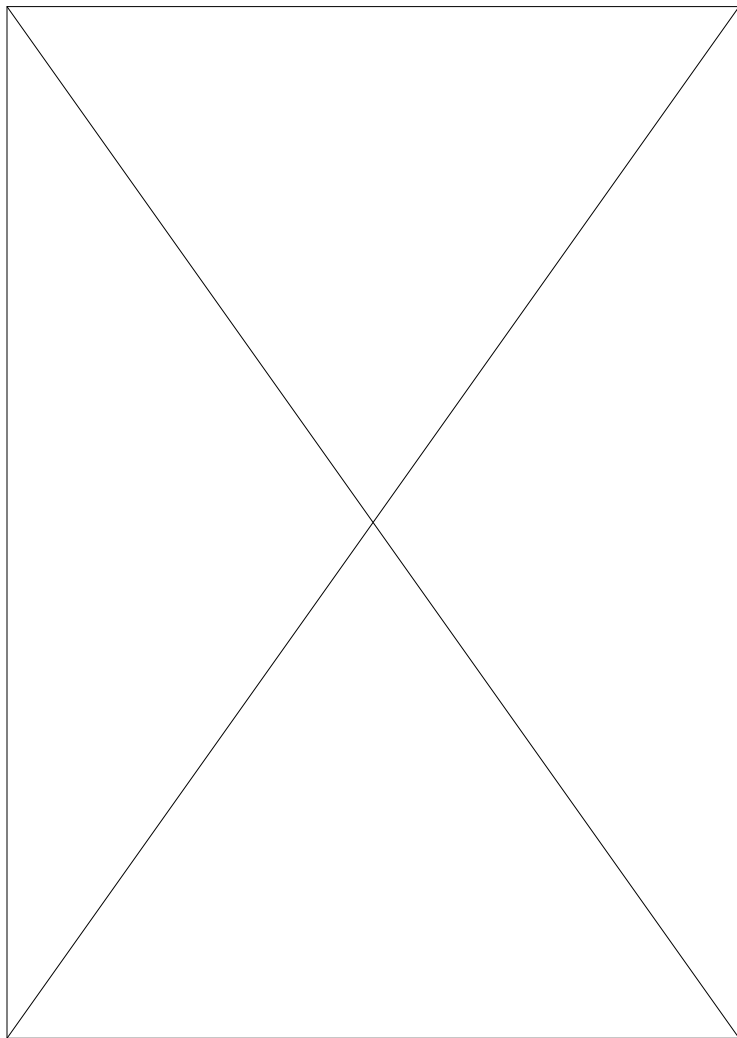
Each man is a hero and an oracle to somebody; and to that person whatever he says has an enhanced value.
Emmerson

ing morning PEP sessions and sat with squads during meals to discuss the Character Development training sessions in small groups of ten instead of the large groups. These meals also provided feedback about the content of the training to the HEROs and allowed them to evaluate the effectiveness of

their training. The goal of the HEROs was to remind the plebes to hold onto their values and always "look for the light at the end of the tunnel, no matter how small it is."

As the first set of Plebe Summer Detail came to a close, Midn 1/c J.P. Falardeau, 1/c Erin Rosa, and 2/c Jason Ellis took over and built on the efforts of the first set HERO detailers. The second set of HERO detailers moved away from the lecture structure and into roundtable discussions that enabled the plebes to voice their opinions more easily. The sessions were formatted much like the Character Development Seminars (CDS) in which midshipmen participate during the school year. Topics covered during the second set of HERO detail included respect and dignity, sportsmanship, and fraternization. The second set of topics focused more on life at the Academy, but the lessons covered also applied to life in the Fleet and outside the Navy and Marine Corps. The HERO classroom series ended in the beginning of August, but the detailers, again, took the opportunity to interact with the plebes at meals and throughout the day.

The plebes of the Class of 2005 greatly benefited from the efforts of the HERO detailers. Many plebes recognize the HEROs in the corridors of Bancroft Hall, which shows the positive and lasting influence the detailers left on the Class of 2005. The HERO program looks to build on its efforts of this past summer throughout the academic year and beyond by creating an open, friendly environment in which all midshipmen can live and work.



Plebe Summer Honor Training

by Midn 1/C Wilson Sullivan

In April of 2001, Midn 1/C Will Carr called the newly appointed Honor Staff together for a meeting. This was the moment of choice: How do we teach the Class of 2005 about our Honor Concept and what is expected of them as midshipmen? Within seconds, someone mentioned the honor stick. I thought to myself, "Please tell me I won't have to raise a stick and get the plebes to bark at something even I don't understand." After about twenty seconds of deliberating, we decided the honor stick would be a permanent fixture in Lieutenant Commander Goodrow's office. The concept we decided on was simplicity: Give the plebes the hard core facts of the Honor Concept and honor staff, define what is expected of them and why, and extensively use XYZ cases as a measure of the temptations that they might face in their careers as midshipmen.

In one word, how would I explain plebe summer honor lessons? *Integritas*. If you do not know what it means, ask any plebe around Bancroft Hall to explain it to you. For the Class of 2005, it was the beginning of plebe summer honor training. With this year's Honor Chairman, Midn 1/C Carr, leading the first three lessons, the honor staff set out to explain the history and roots of honor and integrity in the lives of all warrior cultures.

Using a speech by General Krulak and the acting talents of Midn 1/C Matt Thatcher, the staff portrayed ancient Roman armies preparing for combat. Pounding their fists into their chests and shouting "Integritas," the

warriors pronounced their moral, mental, and physical readiness to go into combat. This word *Integritas*, as you might guess, is the Latin root of the commonly used word *Integrity*.

While this word is used frequently in numerous classes, seminars, and speeches at the Academy, very few understand the whole evolution of the word. In his speech, General Krulak explained the history of integrity in his own words, saying, "Integrity ... It is a combination of the words, 'integritas' and 'integer.' It refers to the putting on of armor, of building

prospect of sitting in an air-conditioned room listening to definitions from the Honor Concept was not the most exciting thing to do, the second set honor staff used clips from movies such as *Spies Like Us*, *Men of Honor*, *U-571*, and others to help explain the most important points. Moreover, the staff covered topics such as the "four options," honor board procedures, and more abstract ideas such as conflicting loyalties to help serve as guides for moral and ethical behavior. Tying up each lesson, the staff stressed the importance of integrity in building

The Honor Concept Of The Brigade of Midshipmen

*"Midshipmen are persons of integrity:
They stand for that which is right"*

*They tell the truth and ensure that the full truth is known.
They do not lie.*

*They embrace fairness in all actions. They ensure that work submitted as
their own is their own, and that assistance received from any source is
authorized and properly documented. They do not cheat.*

*They respect the property of others and ensure that others are able to
benefit from the use of their own property. They do not steal.*

a completeness ...a wholeness ... a wholeness in character." Explaining how these words were applicable to our lives as midshipmen, Midn 1/C Carr and his detail staff stated that *Integritas* symbolized the strength in a warrior's armor and protection from danger, comparable to the strength we gather through integrity and character – a critical trait for any future naval officer.

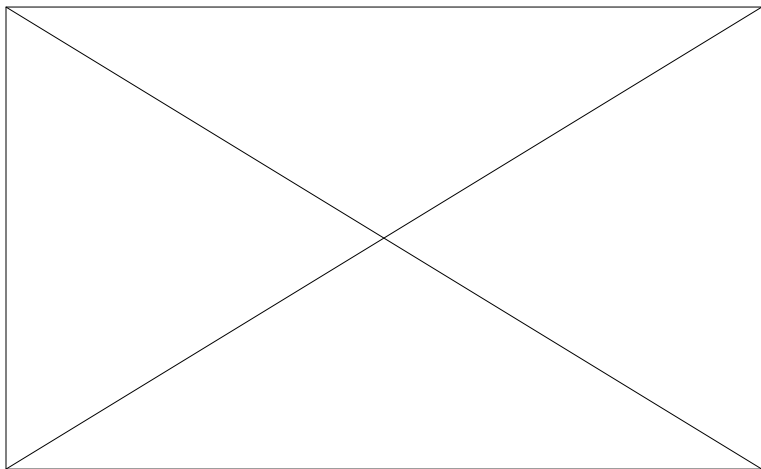
The first set honor detail staff set out to explain the general concepts behind our Honor Concept. The second set, however, had an entirely different mission. Their purpose was to ensure that the plebes understood the nuances and intricacies of our Honor Concept. Understanding that the

trust in subordinates and superiors – an essential measure of respect in the Fleet.

Despite the lack of technical proficiency amongst the staff (seen by our daily problems with power point and the projector), we achieved our mission. The plebes were given a realistic view of the Honor Concept, the temptations at the Academy, and guidelines for daily life as honorable midshipmen. With another link in the chain, the plebes of 2005 are ready to follow and set the example.

Brigade Trials

by Midn 1/C Alpa Patel



It is amazing what occurs during the course of one summer, the stories generated, the adventures undertaken, and the lessons learned. In six short weeks the summer passes, and here at the United States Naval Academy, another class of midshipmen complete Plebe Summer and enter the Brigade. This past summer was no different in that respect. Roughly twelve hundred young adults, 18-24 years old, from across the United States of America came to the gates of USNA in search of a unique education, a challenge of sorts. Like every other class to enter this institution, the class of 2005's first experience with the rigors of the Naval Academy came in the shape of Plebe Summer.

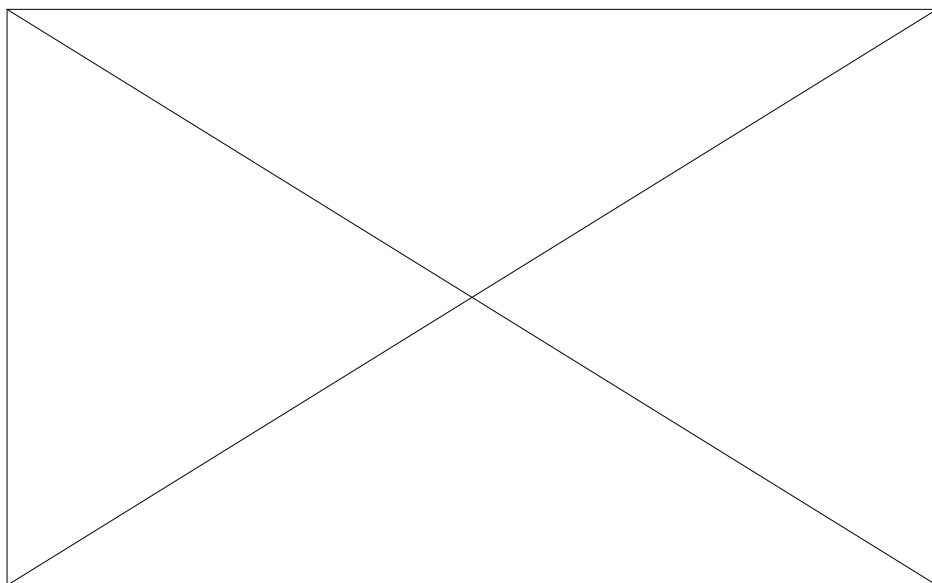
Over the course of years, various aspects of Plebe Summer have changed. The goal of this six-week program, however, remains the same—to imbue in the incoming class the mission of the United States Naval Academy and to indoctrinate them into the military world via an intense physical and mental training program. Traditionally, the six-week indoctrination period ends with the return of the Brigade of midshipmen. This year, however, the officer in charge of Plebe Summer, CAPT Ellis, USN, wanted something more. Her vision was to have one last culminating event inspiring teamwork for the class of

2005 before the return of the Brigade. With those sparse instructions, the leadership of the class of 2002 was tasked with formulating a plan for the Naval Academy's first rendition of Brigade Trials.

Midn 1/C Jeffrey Dean, Port Battalion Commander, along with Midn 1/C Jamie Fisher, Colleen Stephens, Chad Harvey, Josh Datko, Eric Northam, and many other plebe summer detailers began planning for Brigade Trials in early March. Having no precedent, these midshipmen were tasked with creating an event that would provide the plebes of the class of 2005 with one last real test of teamwork before the end of the summer. Their vision of Brigade Trials came to fruition on the 14th of August when the fourth class regiment was awakened at 0450 for a full day of events divided into five different phases. This structure is similar to Sea Trials which is an evolution conducted as a finale to all of plebe year. The staff of Brigade Trials, however, incorporated many unique activities to differentiate between the two evo-

lutions. The Halsey Phase of Brigade Trials used the Naval Academy's new climbing wall to test the agility and teamwork skills of the fourth class. Detailers conducted a tactical assault phase at Hospital Point and a water phase in Lejeune Hall. Lawrence Field played host to the combat conditioning phase where plebes worked together to conquer various obstacles. The fifth phase of Brigade Trials consisted of a rifle march, a phase truly unique to the event. The day culminated in a formal personnel inspection in summer whites followed by the festivities of the class of 2005's mess night.

The class mess night was the last event for the fourth class regiment before the return of the other classes to the Academy. The grueling team building phases of Brigade Trials that led to this mess night proved to be one of many future milestones for this class as well as for the detailers who planned the event. The event's staff did an extraordinary job planning and leading the various activities at the first running of Brigade Trials. The success of the day was a true credit to the leadership and hard work of these individuals. As MIDN 1/C Dean commented, "People come here [USNA] to be challenged, and they [plebes and detailers] were." Brigade Trials not only brought one last challenge to the fourth class regiment and its leaders before the onset of the academic year, it also brought a definite closure to another summer at USNA—another summer of stories, adventures, and lessons for all involved.



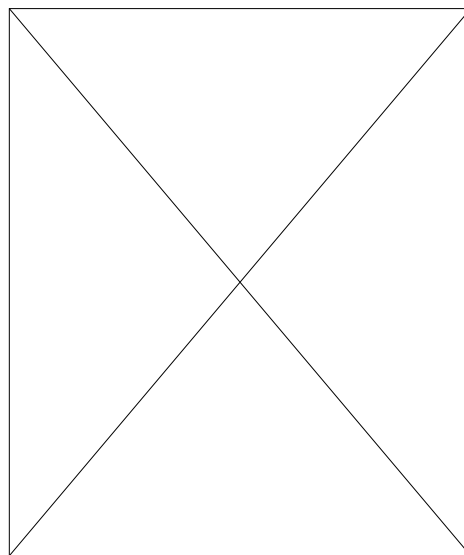
Youngsters Learn What It Means to be Civil

by *Midn 3/C Mande Mure*

Sitting in a Luce Hall classroom on a sunny afternoon in late July, I thought the chances of getting twenty tired youngsters to stay awake were particularly slim. After a long, arduous day of plotting our charts and loading the YP, I could already see my shipmates nodding off as we waited for our OIC to come brief us on civility. The discussion, led by MIDN Southard, began with the question "What is the meaning of civility?" This one simple question not only awoke all the youngsters on my boat but also initiated a long, intense debate. Thirty minutes later, we still could not agree on a definition but agreed that civility included characteristics like respect and propriety.

Based on the book *Civility* by Stephen Carter, civility training this summer served its purpose: to tie together all of last year's Character Development Seminars and to help new third class midshipmen think more like future officers. Before departing from the Academy, every YP's commanding officer conducted civility training. While underway, there was time set aside for youngsters to gather for further discussion.

Civility argues that American society is growing increasingly uncivil over time. Carter maintains that the collapse of what he describes as the three-legged stool—family, school, and religion—causes many of society's shortcomings. As the subject of "moral" behavior grows more controversial, children receive less and less moral develop-



ment at school. Thus, we need to insure that here at the Naval Academy, despite society's inadequacies, a naval officer possesses values and virtues beyond prevailing social standards. As future naval officers, we know that we will someday be the paradigm of civility that others trust and admire. Here at the Naval Academy we must always remember

that our mission is threefold: "To develop midshipmen morally, mentally, and physically." Every day we go to class and exercise, yet only when we gather in forums like CDS do we truly challenge our moral development through intense discussions and comprehensive debates.

This is the first year that the Professional Development Division has conducted civility training. In the past, Yard Patrol cruises never included character development. The idea first came from a suggestion by the Superintendent, VADM Ryan, to help the new third class extend the lessons learned in the character development classes held throughout the academic year. Though CDS had addressed topics like honor or friendship, civility, until this summer, remained untouched.

Overall, the officers and midshipmen participating in Yard Patrol cruises this summer found the training both essential and beneficial to the curriculum here at the Naval Academy. LT Robert Hubert, commanding officer for two YP blocks, observed, "Civility training got the midshipmen thinking more about themselves and their interactions with others...I believe that it may have ultimately led to a better cruise." I, for one, agree and believe civility training will remain an integral part of Yard Patrol cruises for years to come.

Civility Leads to Combat Readiness

by *LT John Winship*

Civility, properly defined, leads to combat readiness.

What...you say? Don't be foolish. 'Being nice' to the troops is secondary to important things...like getting the job done and maintaining personal honor. What if I were to tell you that civility is actually a prerequisite for both? What if, more importantly, the great leaders of the past (Jones, Nelson, Eisenhower) and the present (Powell, Krulak, Ryan) have all said the same thing...still no traction?

The unfortunate reason for this is the simple fact that great leaders are few and far between. Organizations are made up of decidedly average leaders, who equate civility with political correctness. These types of leaders don't see the connection between a positive command climate - which has less to do with 'being nice' and more to do with treating people with respect - and success with putting bombs on target. They have mistaken belligerence for firmness, and condescension for mentoring. Usually the less civil they are, the more 'tough' and 'martial' they assume themselves to be and, taken to the extreme, the more their units suffer.

These same leaders also do not make the connection between civility

and morality. It is an easy link for them between a person's honor and a person's morals. However, despite having memorized John Paul Jones's 'qualifications', the link between the virtues of "refined manners, punctilious courtesy...tact, patience, justice, firmness, and charity" and being a Naval Officer seems to have been lost.

Why '...the great truth, that to be well obeyed, he must be perfectly esteemed' seems to have lost the notion of inter-personal respect in the late 20th century is not the important question. The important question for the future of the Navy and for the Nation, is which kind of leader are you?

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“A thoughtful mind, when it sees a Nation’s flag sees not the flag only, but the Nation itself; and whatever may be its symbols, its insignia, he reads chiefly in the flag the Government, the principles, the truths, the history which belongs to the Nation that sets it forth.”

- Henry Ward Beecher

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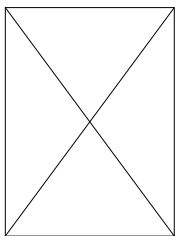
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